Student Book 2

Third Edition

CD INCLUDED

Person to Person

Communicative Speaking and Listening Skills



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OXFORD

To the Student

Welcome to *Person to Person*. Let's take a look at the sections of the units.

Conversations The two conversations present examples of the language you will be studying. You can listen to them on the CD in class or at home.

Give It a Try This section teaches the language points from the conversations. You will focus on each one separately and then practice them with a partner.

Listen to This The listening section gives you real-life listening tasks that help you review your understanding of the language from the unit. You answer questions or complete charts about the listening.

Let's Talk These are pair- or group-work activities that ask you to expand on what you have learned. You can use both the language you have learned and your imagination.

Consider This "Consider This" presents some interesting facts on a cultural topic related to the theme of the unit. You can use these facts as an introduction to the unit.

Pronunciation Focus A pronunciation point related to the language from the unit comes after Conversation 2. This helps you to practice the language in the unit in a more natural way.

Person to Person These pages present a problem based on the language from the unit. You and a partner will work together to solve the problem, using the language you have learned, as well as your own ideas and opinions.

In addition to the language presented in each unit, here are some expressions that will be very useful to you—both inside and outside of class.

1. Please say that again.
2. I'm sorry. I don't understand.
3. Please speak more slowly.
4. How do you say ______ in English?
5. What does ______ mean?
6. I don't know.
7. May I ask a question?
8. How do you spell ______?

We hope you find that learning to speak and understand English is easier than you think. Good luck!

Contents

Unit 1 Conversation 1

Haven't we met before?

Where can you make friends with people who speak English? Make a list of places.

CONSIDER THIS

Bow. Shake hands. Kiss. Hug.



People around the world greet one another in different ways.

In...	People often greet each other with...
Canada	a handshake
Thailand	a nod with palms together
France	two or three kisses on both cheeks
China	a nod or slight bow

- How do you usually greet your friends?
- What about people you meet for the first time?

Class CD 1, Track 2

Pete: This is a great film festival, isn't it?
Liz: It sure is. This film looks wonderful.
Pete: Yes, it does. Have you been to this film festival before?
Liz: Yes, I was here last year.
Pete: This is my first time. You know, you look familiar. Haven't we met before?
Liz: I'm not sure.
Pete: I think we were in the same computer class last year. With Ms. Clark?
Liz: I remember you now!
Pete: My name's Pete. Pete Wilson.
Liz: I'm Liz Wu. It's good to see you again. Sorry I didn't recognize you at first.
Pete: Well, my hair was a lot longer then, and I wore glasses.

Student CD, Track 2

GIVE IT A TRY

1. Conversational openings

This is a great film festival, isn't it?	It sure is. This film looks Yes, it is. This film looks	wonderful. very interesting, doesn't it?
It sure does. Yes, it does.		

PRACTICE 1

Class CD 1 Track 3

Listen to the example. Then start a conversation by choosing one of the openings below. Reverse roles.

Openings

1. It's a great party.
2. The food here looks delicious.
3. It's an exciting concert.
4. This course sounds interesting.

Responses

1. The music is good.
2. The desserts are fantastic.
3. I love this music.
4. The teacher is really good.

PRACTICE 2

Take turns starting a conversation in the situations below. Think of as many conversational openings for each situation as you can.







Use These Words

crowded	busy
slow	late
exciting	delicious
fantastic	nice

2. Extending the conversation

Have you been to this film festival before?	Yes, I was here last year. No, this is my first time.

Is this the first time you've been to this film festival?	Yes, it is. I'm enjoying it a lot. No, I was here last year.

PRACTICE

Class CD 1 Track 4

Listen to the example. Then take turns starting a conversation in the situations below. Make each conversation as long as possible.

1. at a tennis match
2. at a rock festival
3. in a soccer stadium
4. at a yoga class
5. at a judo competition
6. on a flight

3. Asking if you've met before

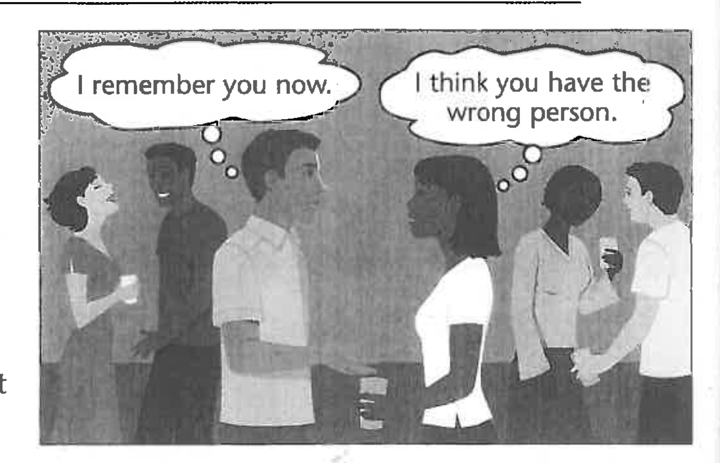
Haven't we met before? I think we've met before, haven't we? Don't I know you from somewhere?	I'm not sure. Have we? Do you?
I think we met at Sam's birthday party. Weren't you at Sam's birthday party? You were at Sam's birthday party, weren't you?	Oh, yes. I remember you now. Yes, that's right. No, I don't think so. I think you have the wrong person.
My name's Pete. Pete Wilson.	I'm Liz Wu.

PRACTICE 1

Class CD 1, Track 5

Listen to the example. Then ask your partner if you've met before. Use the information below and introduce yourselves.

1. met at Kathy Chan's party
2. used to be neighbors
3. belong to the same gym
4. take the same train in the mornings
5. sat next to each other at a rock concert
6. your idea ___________



PRACTICE 2

Walk around the class and start conversations with other students. Talk about where you met before (your facts can be true or false).

LISTEN TO THIS

Class CD 1, Track 6

Part 1 Listen to three conversations. Where are they? Write the correct number of the conversation next to each place.

___ at a friend's wedding ___ at a high school reunion ___ in a class

Part 2 Listen again and write the names of the people and the details of where they met.

	Names	Where did they meet?
1		
2		
3		

Part 3 Listen to the conversational openings again. Think of some alternative openings for each situation.

LET'S TALK

Part 1 On a piece of paper, write three sentences about places or events you have been to.

- I went to Saitama High School.
- I stayed at the Raffles Hotel in Singapore last year.
- I studied in England for one year.



Part 2 Work in pairs. Give your piece of paper to your partner. Use the information from the piece of paper to ask if you have met before. Continue the conversation until your teacher says *Stop talking*. Switch partners.

Part 3 What interesting facts did you learn about your classmates? How much can you remember about each person? Tell the class.

Conversation 2

I've heard a lot about you.

What topics do you usually talk about when you first meet someone? Make a list.

Class CD 1, Track 7

Luis: Hey. Sorry I'm late.
Liz: That's OK. We just got here. Luis, this is my friend Eun-joo. Eun-joo, this is Luis. We met in class last year.
Eun-joo: Hi, Luis. Nice to meet you.
Luis: Hi, Eun-joo. I've heard a lot about you.
Liz: Luis just got back from Hong Kong.
Eun-joo: Really? How was it?
Luis: It was amazing.
Liz: You went to a rock concert there, didn't you?
Luis: Yeah, my friends are in a band, so they gave me free tickets.
Eun-joo: I hear you're a good bass player.
Luis: I'm not bad. But I haven't played that much recently. Do you play music?
Eun-joo: Yes, I do. Actually, my friends are having a jam session this weekend. Do you want to come?
Luis: Sounds cool!

Student CD, Track 3



Class CD 1, Track 8

Pronunciation Focus

Listen to the rise and fall of the intonation in these sentences.

Luis, this is my friend Eun-joo. Eun-joo, this is Luis.

Listen to the conversation again and notice the intonation.

GIVE IT A TRY

1. Introducing friends

A: Luis, this is my friend Eun-joo. Eun-joo, this is Luis. We met in class last year.

B: Hi, Luis.	(It's) nice (I'm) glad (It's) good	to meet you.
C: Hello, Eun-joo.	(It's) nice (I'm) glad (It's) good	to meet you, too.

PRACTICE

Class CD 1, Track 9

Listen to the example. Work in groups. Then introduce one friend to another. Use first names. Take turns making the introductions.

2. Making small talk (1)

I hear you're a good bass player.	I'm not bad. Do you play music?
Yes, I do. I play keyboards. No, I don't. / I'm afraid I don't.	How often do you play?
Whenever I can. / Every weekend.	

PRACTICE

Class CD 1, Track 10

Listen to the example. Then ask your partner about the following activities. Reverse roles.

1

musician / play music

2

chess player / play chess

3

cook / like cooking

4

tennis player / play sports

3. Making small talk (2)

A: Luis just got back from Hong Kong.	
B: Really? How was it?	C: It was amazing.
B: How long were you there?	C: Just five days.
B: What did you do there?	C: I went to a rock concert.

PRACTICE

On a separate piece of paper, quickly write down:

1. something you did recently
2. the last place you visited
3. the last movie you saw
4. the last concert you went to

Use These Words

fantastic	depressing
awesome	awful
wonderful	scary
cool	weird
beautiful	crazy

Class CD 1 Track 11

Listen to the example. Work in groups. Student A uses one of the items Student B wrote to introduce him or her to Student C. Student C continues the conversation by asking questions.

LISTEN TO THIS

Class CD 1 Track 12

Part 1 Listen to three conversations. Write the main topic of each conversation in the chart.

Part 2 Listen again and write the first names of the people and how you think they are related to each other.

	Main topic	Names	Relationship
1			
2			
3			

Part 3 Which conversations were more formal? Which were informal? Which were friendly? Were any unfriendly? How do you know?

PERSON TO PERSON STUDENTS A AND B

(Students A and B look at this page. Students C and D look at page 106.)

Part 1 Students A and B read the information below. Imagine that you and your partner meet at a party for new students. Make small talk and find out three interesting facts about your partner.



Student A: Samuel / Samantha Wong
Your information:
You went to high school in the U.S.
You like all kinds of sports, especially swimming.
You recently visited relatives in Australia.
You think that you met Student B at a film festival last weekend, but you don't remember his or her name.

Student B: Christopher / Christine Suzuki
Your information:
You were on the soccer team in high school.
You love music, especially techno and rap.
You recently went rock climbing in India.
You think that you met Student A at a film festival last weekend, but you don't remember his or her name.

Part 2 Now work with Students C and D. Everyone takes turns introducing his or her partner to the rest of the group. The rest of the group asks questions to continue the conversation.

Now Try This

Make new groups of four. Introduce your partner to the other two students. Add some information about your partner. It can be true or false. Your partner agrees or disagrees. Continue the conversation.

Unit 2

Conversation 1

Where can I get this cleaned?

Describe what is happening in the picture. How do you think these people are feeling?

CONSIDER THIS

The world's first shopping mall



The Grand Bazaar in Istanbul, Turkey, is the world's oldest shopping mall.
—Built in the 1400s
—More than 4,000 shops and restaurants
—More than 331,000 square meters of shopping

What can you buy there?
antiques, books, carpets, rugs, ceramics, jewelry, leather goods, maps, prints, silk, wood products, and thousands of other things!

- Where would you like to go shopping?

Class CD 1, Track 13

Sandy: Watch out! Oh no, you got coffee on your shirt.
Mari: Just my luck! What am I going to do now? I've got my violin recital this afternoon.
Sandy: I could lend you a spare T-shirt if you want.
Mari: Thanks, but I really need this shirt. Do you know where I can get it cleaned? It has to be really fast.
Sandy: Well, I think there's a dry cleaner's in the mall across the street. Or you can try the dry cleaner's on Washington Street. It's next to the King Building.
Mari: OK, I'll try the mall first. Where was the other one?
Sandy: It's a small dry cleaner's next to the King Building on Washington. About two blocks from here.
Mari: Which one is the King Building?
Sandy: It's that big glass office building just past the park. It has a green glass dome on the top.
Mari: OK. Maybe I'll just go buy a new shirt in the mall, what do you think?
Sandy: That might be faster!

Student CD, Track 4



GIVE IT A TRY

1. Asking where services are located

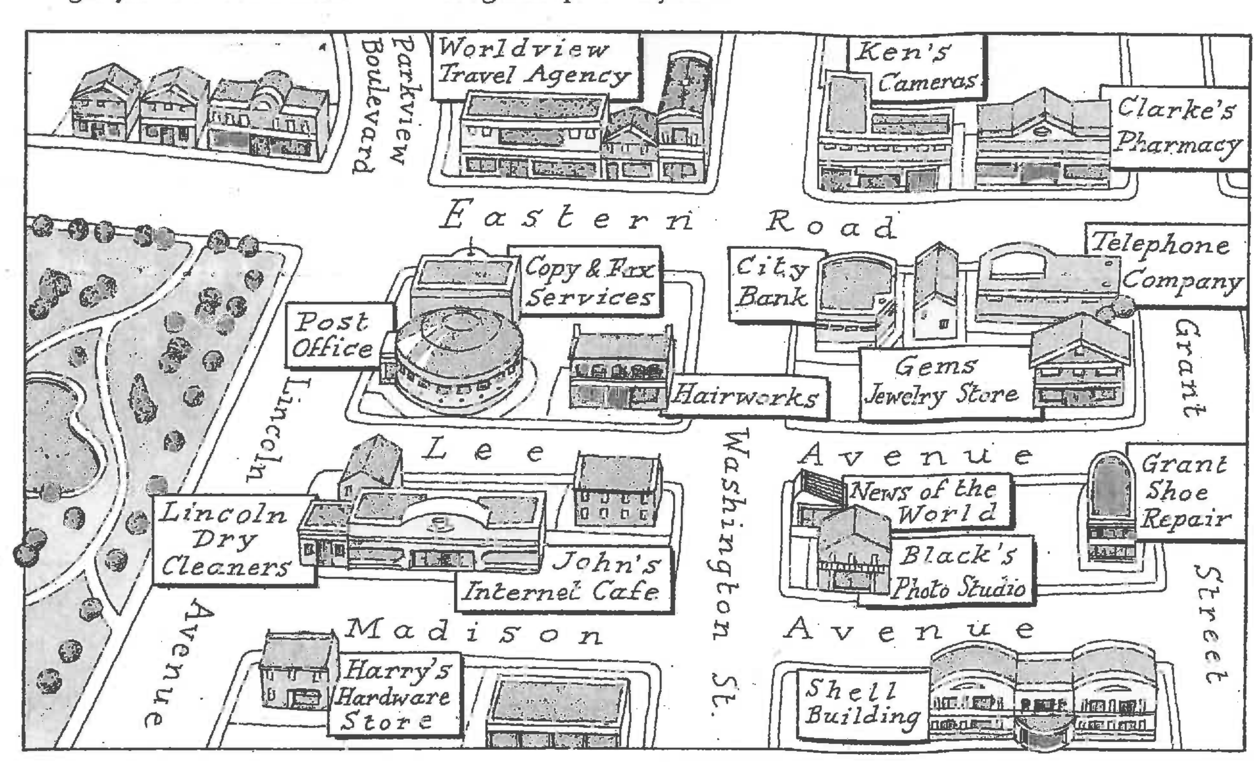
Excuse me.	Where can I get my shirt cleaned? Do you know where I can buy a new shirt?
(I think) there's a dry cleaner's	in the mall across the street. on the corner of Lincoln Avenue and Lee.
You can try the store on Washington Street. It's	next to the King Building. about two blocks from here.

PRACTICE 1

Class CD 1, Track 14

Listen to the example. Then ask your partner where you can run three of the following errands. Your partner will look at the map to find the answers. Reverse roles.

1. check your e-mail
2. get your watch fixed
3. get your coat cleaned
4. mail a package
5. buy some aspirin
6. get a spare key cut



PRACTICE 2



Listen to the example. This time ask your partner where you can run three of these errands. Your partner will look at the map to find the answers. Reverse roles.

1. send a fax
2. get your picture taken
3. buy an airline ticket
4. get your hair cut
5. get some cash
6. get your shoes repaired

2. Describing buildings

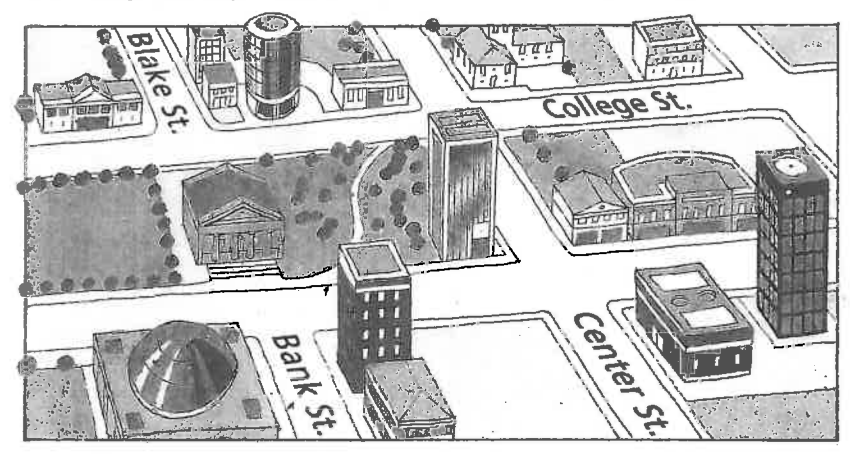
Which one is the King Building?

It's the big glass office building just past the park.

PRACTICE



Listen to the example. Student A covers the information for Student B. Student A asks Student B about three of the following buildings. Student B will describe the building and say where it is located. Reverse roles.



Use These Words

across from	next to
near	just after
just before	on the corner
between	behind

Student A	**Student B**
1. the Police Station	1. short red brick building
2. the Science Museum	2. old gray stone building with pillars
3. the Grant Bank Tower	3. round glass tower
4. the Italian Embassy	4. short orange building
5. the Center Department Store	5. tall red brick building
6. the City Reference Library	6. tall black office tower

LISTEN TO THIS



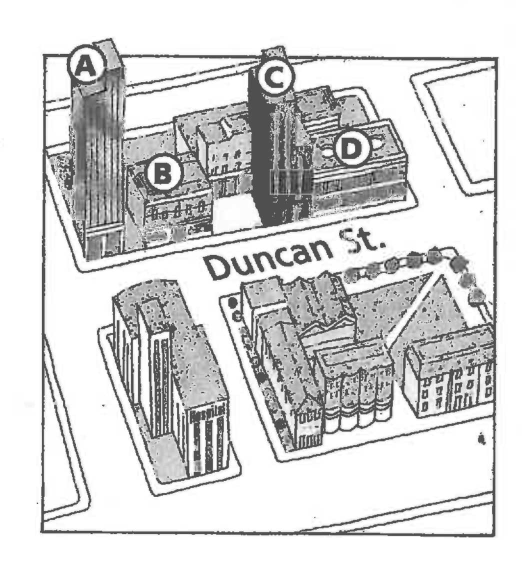
Part 1 Listen to the conversation between Kumiko and her friend Bruce. What does Kumiko want to buy?

Part 2 Listen again and write the letter of the building next to the correct name.

___ Metro Hotel ___ Manning Building

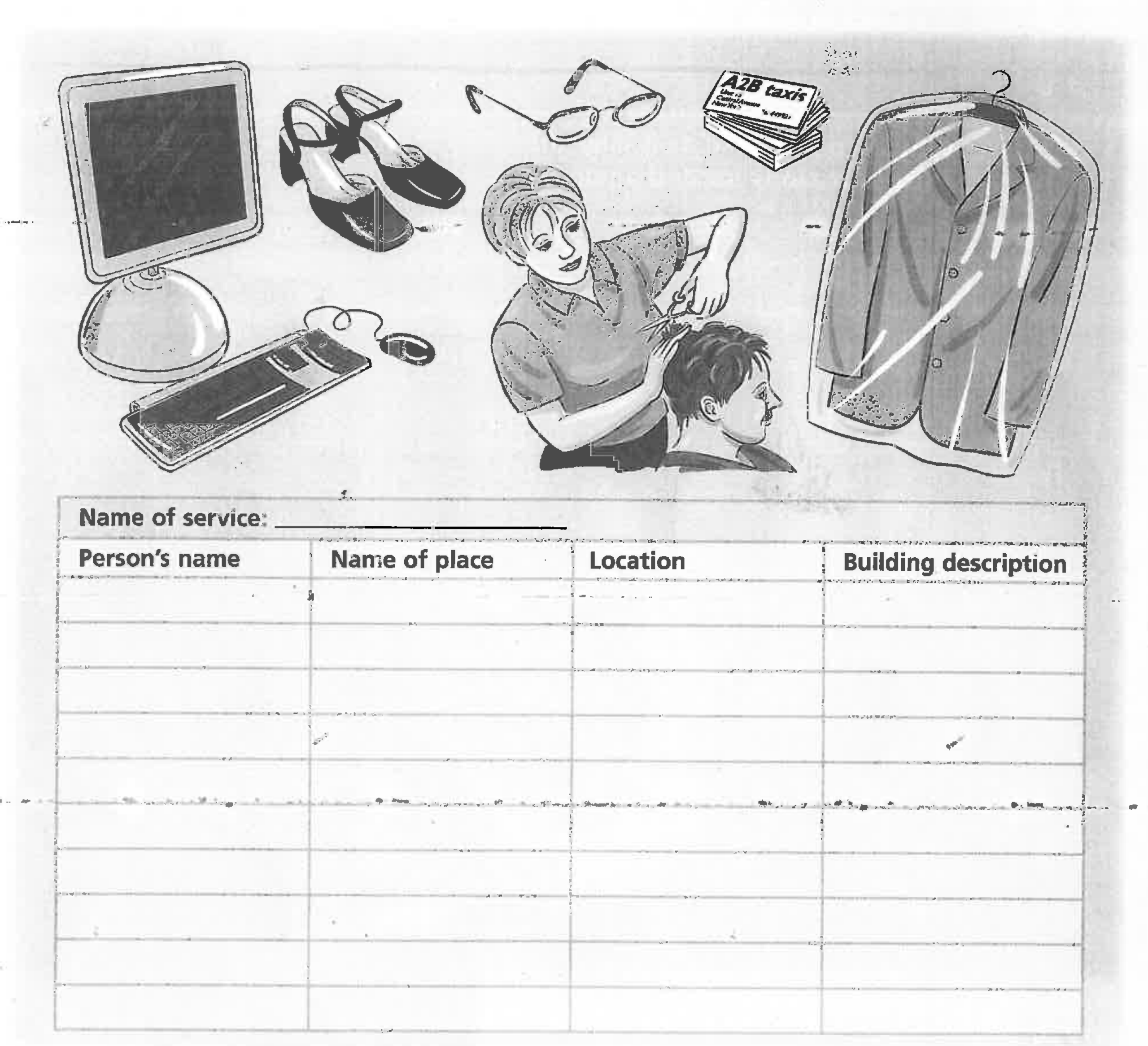
___ Sports World ___ Manulife Building

Part 3 Describe the location of each building in the picture. What do you think is in each building?



LET'S TALK

Part 1 Choose one of the services below and write it in the chart.



Name of service: ____________________

Person's name	Name of place	Location	Building description

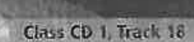
Part 2 Walk around the class and ask ten people where they would get the service done.

Part 3 Present the results of your survey to the class. Which place was the most popular?

Conversation 2

Where can I find a clothing store?

Why do people like or dislike shopping malls? Make a list of reasons for and against.



Clerk:	Could I help you?
Mari:	Yes, could you tell me where I can find a women's clothing store?
Clerk:	There are several women's clothing stores in the mall. There's one on this level, about four stores down from here on your right, just past the drugstore.
Mari:	Thanks a lot!
Clerk:	Yes?
Woman:	Is there a hairdresser in this mall?
Clerk:	Yes, there's one on the third floor. Take the escalator up two flights.
Woman:	Thank you.
Man:	I'm looking for an umbrella. Where can I find them, please?
Clerk:	The best place is Field's Department Store, on the second floor.

Student CD, Track 5



Pronunciation Focus

Listen to the consonant groups in these words.

clothing **dr**ugstore
u**mbr**ella e**sc**alator

Listen to the conversations again and notice the consonant groups.

GIVE IT A TRY

1. Asking for directions in a store (1)

Could you tell me where I can find an umbrella?
In the accessories department, on the second floor.

PRACTICE

Class CD 1 Track 20

Listen to the example. Then take turns asking your partner where you can do each of the following things in the store. Use information from the store directory.

1. buy a bracelet
2. get some perfume
3. exchange a man's sweater
4. look at video games
5. buy a tablecloth
6. have lunch



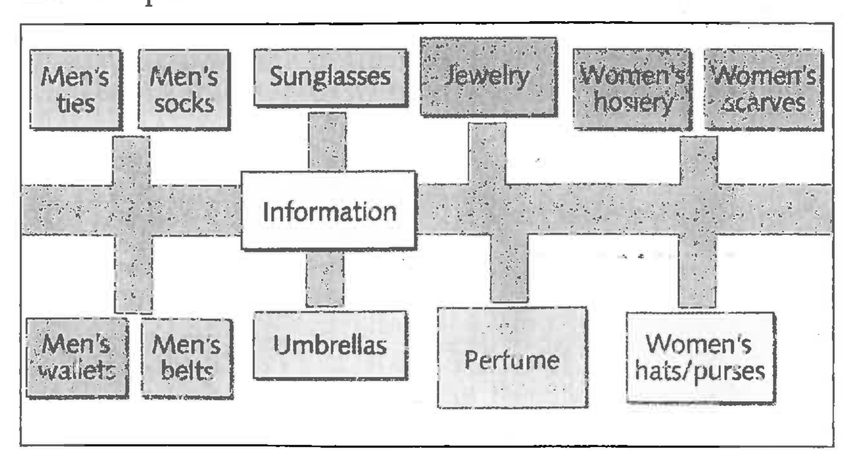
2. Asking for directions in a store (2)

I'm looking for an umbrella. Where can I find them, please?
Umbrellas are on this floor. Walk down here to your left. They're across from the perfume counter.

PRACTICE

Class CD 1 Track 21

Listen to the example. Think of things you can buy in a department store. Take turns asking your partner where you can buy the things. Use the information from the floor plan.



Use These Words

socks	belt
gloves	wallet
sunglasses	scarf
hat	watch
tie	purse

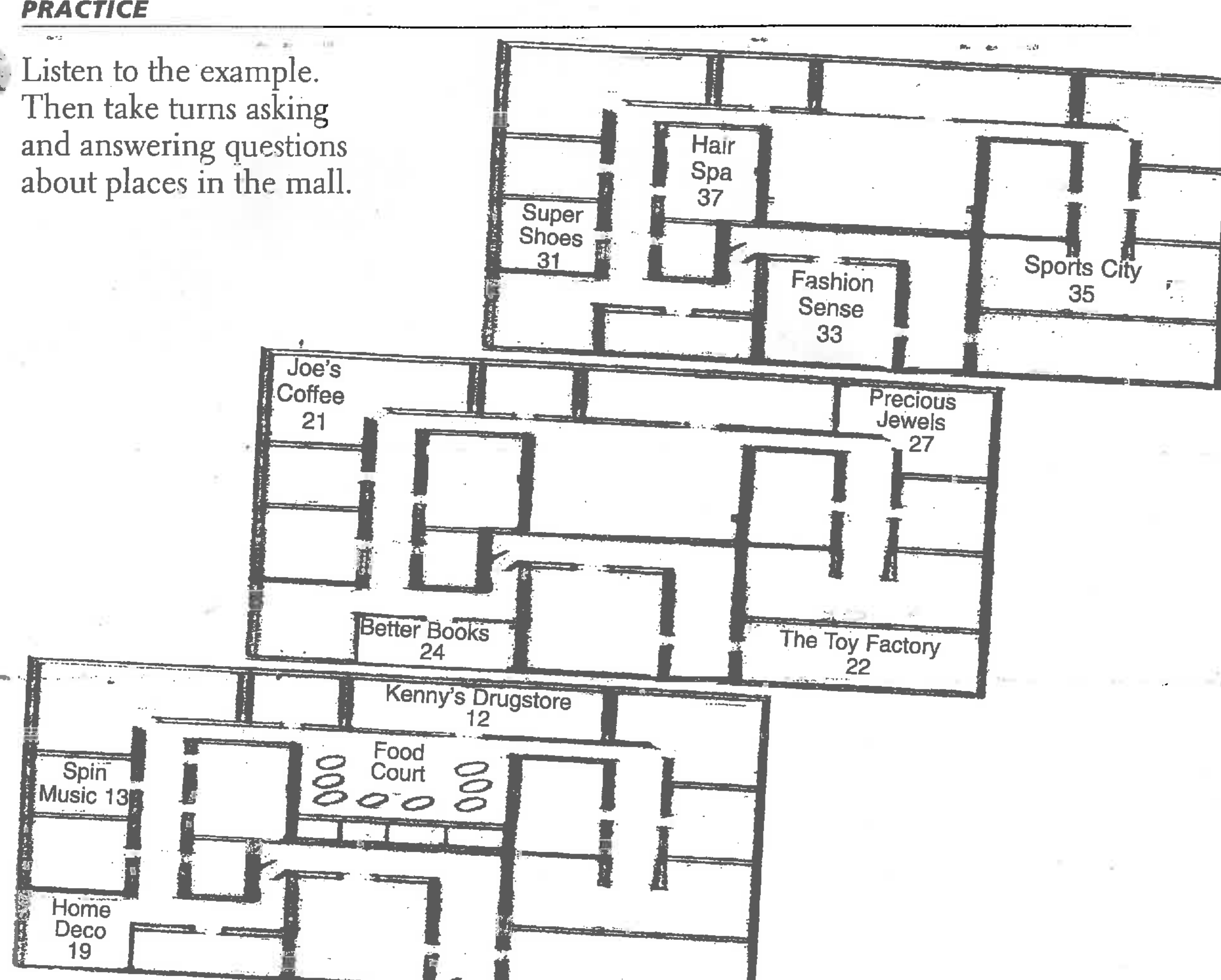
3. Asking for directions in a mall

I need to buy a new shirt.	Where can I find Can you tell me where I can find	a women's clothing store?
There is a women's clothing store	on this level. on the third level. about four stores down, just past the drugstore.	

PRACTICE

Class CD 1 Track 22

Listen to the example. Then take turns asking and answering questions about places in the mall.



LISTEN TO THIS

Class CD 1 Track 23

Part 1 Listen to three customers asking for information in a department store. What is each person looking for? Write the item or service in the chart.

Part 2 Listen again and write down the correct floor and the name of the department.

	Item or service	Floor	Department
1			
2			
3			

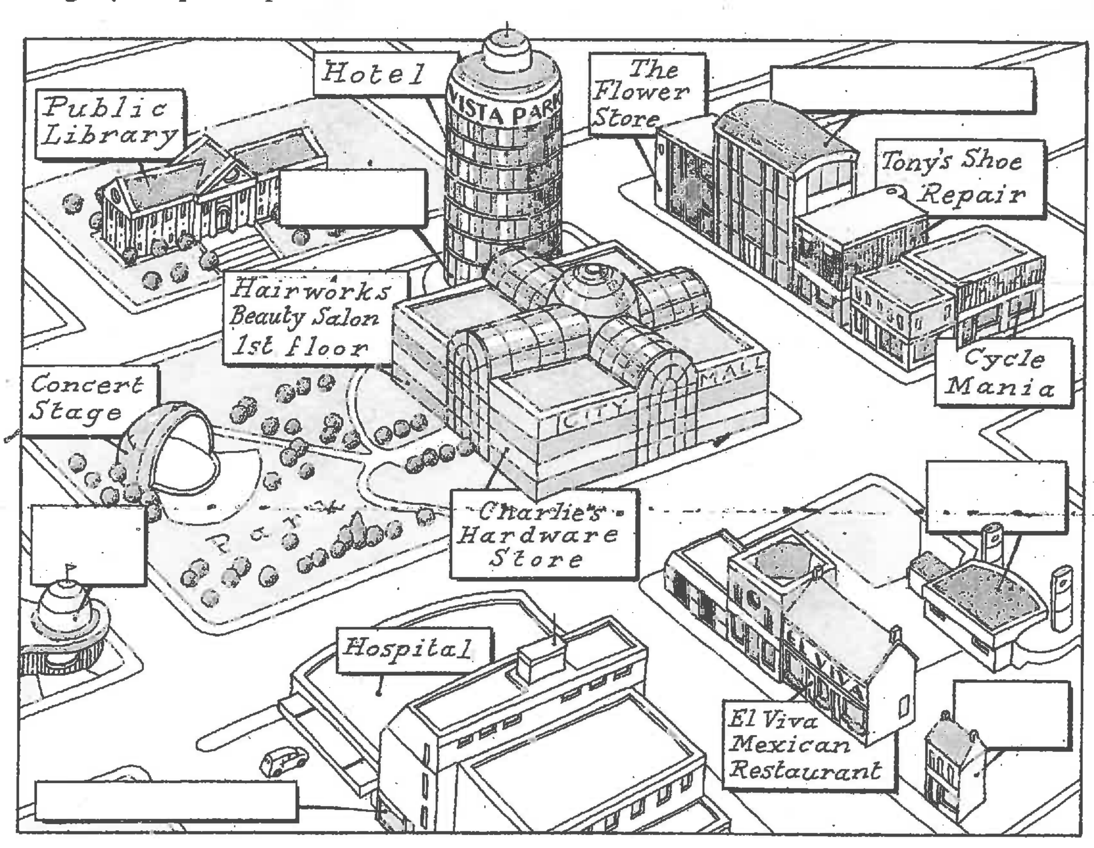
Part 3 Where did each customer expect to find each item or service?

PERSON TO PERSON STUDENT A

(Student A looks at this page. Student B looks at page 107.)

Part 1 You have recently moved to the town on the map below. Ask questions to find out where you can do the following. Write the names of the places on the map.

1. buy books
2. get your car fixed
3. make photocopies
4. get your clothes dry-cleaned
5. buy ice cream
6. get your prescription filled



Part 2 Student B has also recently moved to the town. Answer his or her questions about where to find some goods and services.

Now Try This

Choose two or three places in your neighborhood that provide goods and services. Tell your partner where they are and how to recognize where they are located.

Unit 3 Conversation 1

Could I please speak to Jo?

Do you prefer phone calls, e-mails, or text messages? What are the advantages of each one?

CONSIDER THIS

Wot RU doN 2day?



Almost everyone who has a cell phone uses text messaging. Text messages use abbreviations (shortened words). The message above says "What are you doing today?"

Text Messaging Dictionary	
2MORO	tomorrow
CUL8R	See you later.
GR8	great
RU OK	Are you OK?

- Do you use text messaging on your cell phone?



Class CD 1, Track 24

Jo: Hello.
Hong-an: Could I please speak to Jo?
Jo: Speaking.
Hong-an: Hi, Jo. This is Hong-an. Listen, I'm having a party at my place this Friday night. Are you free?
Jo: Sure! What time?
Hong-an: Anytime after 8:00.
Jo: Great! See you Friday, then.

Mrs. King: Hello?
Hong-an: Hi, Mrs. King. Is John there, please?
Mrs. King: I'm sorry, he's not here right now. Could I take a message?
Hong-an: Yes, please. I'm calling to tell him there's a party at my place on Friday, and...
Mrs. King: Just a moment. Let me get a pen.... All right, go ahead.
Hong-an: OK. This is Hong-an Li, and my number is 312-364-0107. Could you ask John to call me?
Mrs. King: Sure. I'll give him the message as soon as he gets in.


Student CD, Track 6

GIVE IT A TRY

1. Asking to speak to someone

Hello. Hi.
Could I please speak to Jo? Is Jo there, please?
Speaking.
Hi, Jo. This is Hong-an.

Hello. Hi.
Could I please speak to Jo? Is Jo there, please?
Sure, just a moment, please. / minute. Hold on. I'll get her.



PRACTICE 1

Class CD 1 Track 25 Listen to the example. Call your partner. Reverse roles.

PRACTICE 2

Class CD 1 Track 26 Listen to the example. Call someone else in the class. Your partner will answer. Reverse roles.

2. Offering to take a message

Hi, could I please speak to John?	I'm sorry, he's not here right now. Could / Can I take a message?
No, thanks. I'll call back later. Yes, please.	

PRACTICE

Class CD 1 Track 27 Listen to the example. Student A calls someone in the class. Student B gives a reason why the person can't come to the phone. Reverse roles.

Use These Words

is out of town
isn't home yet
won't be back until 6:00
has gone to see a movie

3. Taking a message

Can I take a message?	Yes, please.
Just a moment. Let me get a pen. . . All right, go ahead.	This is Hong-an Li, and my number is 312-364-0107. Could you ask John to call me? Could you tell John I'm having a party on Friday night?
Sure. I'll give him the message as soon as he gets in. I'll tell him you're having a party on Friday night.	

PRACTICE 1

Class CD 1 Track 28

Listen to the example. You are calling John, but your partner answers. Leave a message for him by choosing one of the options below. Reverse roles.

Please tell John...

1. to call me about tonight's homework.
2. I'm having a party on Friday.
3. I can't pick him up tomorrow morning.
4. I need to talk to him about our plans for this Saturday.

PRACTICE 2

Call your partner and leave a message for someone. Use your own ideas. Your partner will repeat the message back to you. Reverse roles.

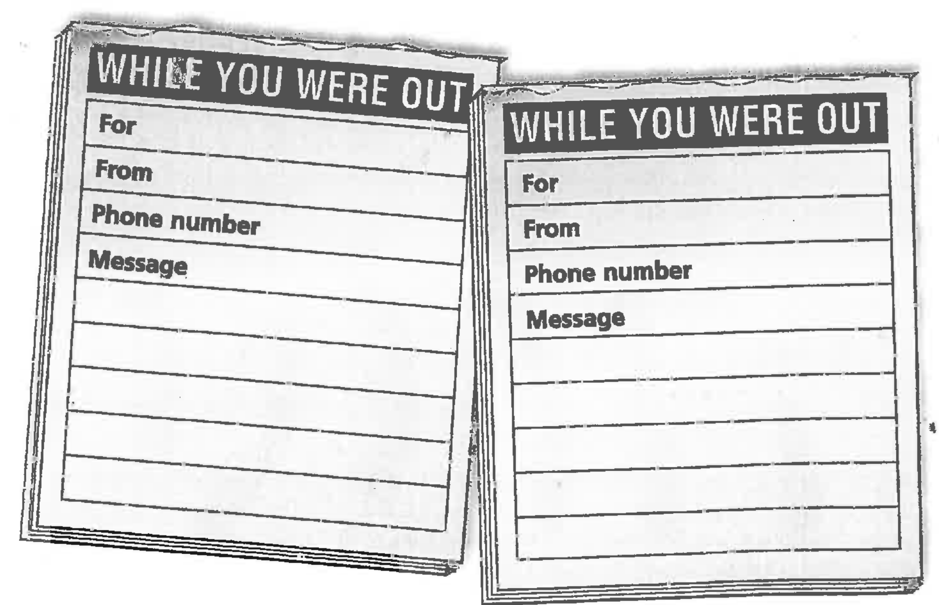
LISTEN TO THIS

Class CD 1 Track 29

Part 1 Listen to two phone conversations. Write who the messages are for and who the messages are from.

Part 2 Listen again and write the messages.

Part 3 How do you think the people in each conversation are related? How do you know?


WHILE YOU WERE OUT
For
From
Phone number
Message

WHILE YOU WERE OUT
For
From
Phone number
Message



LET'S TALK

Part 1 Work in groups. Write your name on a piece of paper. Fold it and hand it to one person in another group.

Part 2 You are going to call the person on the piece of paper. Think of a message you want to give to this person and write it down. For example:

My computer crashed and I need your help.

Can you give me a lift home tomorrow?

Can I borrow your bike this weekend?

What is the assignment for tomorrow?

Do you want to go to the movies with me tomorrow night?

I need some help with my homework.

Write your message here:

Part 3 Work in pairs. Place your chairs back to back with someone from your group. Call your partner and leave a message for the student you wrote the message to in Part 2. Your partner will write down the message on a piece of paper. Then reverse roles.

Part 4 When everyone in the class has finished, give the message you took to the correct person. Then find the person you wanted to give a message to. Is the message correct? Talk about the most interesting message.

Conversation 2

I'm sorry. Her line is busy right now.

When you leave a phone message, what information should you always include?



Class CD 1, Track 30

Voice:	*You have reached the English Language Institute. For Admissions, press or say 1 now. If you know...*
Woman:	Good morning. Admissions Office. Can I help you?
Hong-an:	Yes, please. I am interested in taking a language class. Could you tell me how to apply?
Woman:	Yes, of course. You just need to fill out an application form and send it to us with the registration fee.
Hong-an:	Great. Could you send me a form, please? My name is Hong-an Li, H-o-n-g (dash) a-n, L-i, and my address is 4211 South Main Street, Chicago, 60614.
Woman:	OK, we'll send that out to you right away.
Hong-an:	I'd also like some information about student housing.
Woman:	Sure, you can speak to our student housing coordinator. Hold on a moment, please. I'll see if she is available.... I'm sorry, her line is busy right now. Could I have your number?
Hong-an:	Yes, of course. My number is 312-364-0107.
Woman:	I'll see she gets back to you very soon.

Student CD, Track 7

Class CD 1, Track 31

Pronunciation Focus

Listen to the stressed syllables in these words.

1st syllable	2nd syllable	3rd syllable
institute	admissions	application
interested	available	registration

Listen to the conversation again and notice the stressed syllables.

GIVE IT A TRY

1. Calling for information

I am interested in taking a language class. Could you tell me how to apply?	You just need to fill out an application form and send it to us with the registration fee.
Great. Could you send me a form, please?	OK, we'll send that out to you right away.

PRACTICE

Class CD 1 Track 32

Listen to the example. Then call your partner and ask for information about one of the following. Reverse roles.

1. CAL Airlines / apply for a job as a flight attendant / application form and resume
2. Yoga for Everyone / take a yoga class / application form and registration fee
3. Talent International / enter a music competition / application form, photograph, and sample music CD
4. Global Card Services / apply for a credit card / application form and copy of ID card

Use These Words

Right away.
No problem.
Sure.
That's fine.
Thanks for your help.
Don't mention it.
You're welcome.
Thank you for calling.

2. Asking for additional information

I'd also like some information about student housing, please.
Sure, you can speak to our student housing coordinator. Hold on, please. I'll see if she is available.

PRACTICE

Class CD 1 Track 33

Listen to the example. Use the situations from the Practice above and role-play the conversations again. This time request additional information from below. Reverse roles.

1. job requirements / human resources manager
2. equipment / yoga instructor
3. competition dates / competition coordinator
4. interest rates / financial advisor

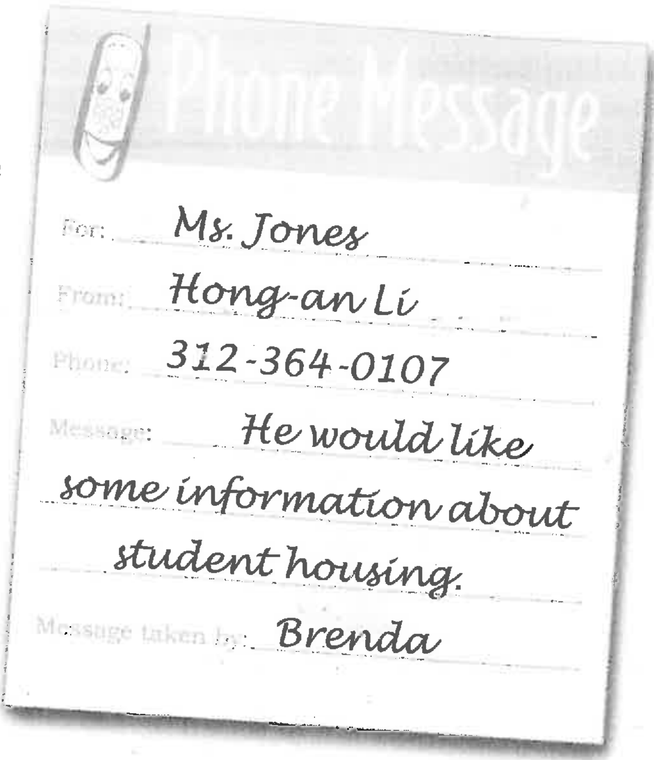
3. Leaving a message

I'm sorry, the housing coordinator's line is busy. Could I have your number?	Yes, of course. My number is 312-364-0107.
I'll see she gets back to you very soon.	

PRACTICE 1

Class CD 1, Track 34

Listen to the example. Student A answers the phone and says the person is not available. Student B asks to leave a message. Include your name, phone number, and the reason for your call. Reverse roles.



Student A

1. course manager
2. human resources manager
3. yoga instructor
4. competition coordinator

Student B

1. Josephine Yu / 933-491-0037 / course dates
2. Harold Cutter / 721-603-6721 / job requirements
3. Akiko Matsutani / 492-690-1674 / equipment
4. Sarah Curran / 803-299-5668 / competition dates

PRACTICE 2

Think of three more situations where you might have to leave a formal or recorded message and role-play them with your partner.

LISTEN TO THIS

Class CD 1, Track 35

Part 1 Listen to four phone conversations. What places are they calling? Who does the caller want to speak to? Write the information in the chart.

Part 2 Listen again and write down if the person is available, or not.

	Place called	Who does the caller want?	Available?
1			
2			
3			
4			

Part 3 What was the result of each phone call? Make notes of any useful phrases.

(Student A looks at this page. Student B looks at page 108.)

Part 1 You are the receptionist at Soundz Eazy music recording studio. You answer the phone for Ed Black, an executive at the company. He is not able to come to the phone. Answer the phone and take a message for him.

Soundz Eazy RECORDING STUDIO

FOR ______________________________

DATE ____________________ TIME __________

WHILE YOU WERE OUT

NAME ______________________________

OF ______________________________

PHONE ______________________________

TELEPHONED		RETURNED YOUR CALL		WILL CALL AGAIN	
CAME TO SEE YOU		PLEASE CALL		WANTS TO SEE YOU	

MESSAGE ______________________________

Part 2 Mr. Black asks you to call Pete Saito and explain that it is not possible to arrange a meeting today, but he can phone and arrange an appointment for an audition. Your number is 591-555-7899.

Part 3 Answer the call from Pete Saito. Here is some information for new musicians about getting an audition:

1. send a sample music CD and a photograph
2. send a completed application form
3. send in the audition fee
4. for information on renting the studio and sound equipment, call the studio manager

Now Try This

You are a new student calling for information about your school or college. Your partner is the receptionist. Role-play the conversation.

Review:
Units 1–3

LISTEN TO THIS UNIT 1

Class CD 1, Track 36

Listen to the conversation and answer the questions.

1. Where are they? ______________________
2. Where did they meet before? ______________
3. What are their names? __________________
4. Did they recognize each other? ___________

GIVE IT A TRY

Work in pairs. Choose two famous people. They can be actors, musicians, or sports stars. Imagine that the two people see each other at a party. They have met before. Write a conversation between them about how they met and what they have done recently. Role-play the conversation for the class. The class tries to guess who the people are.

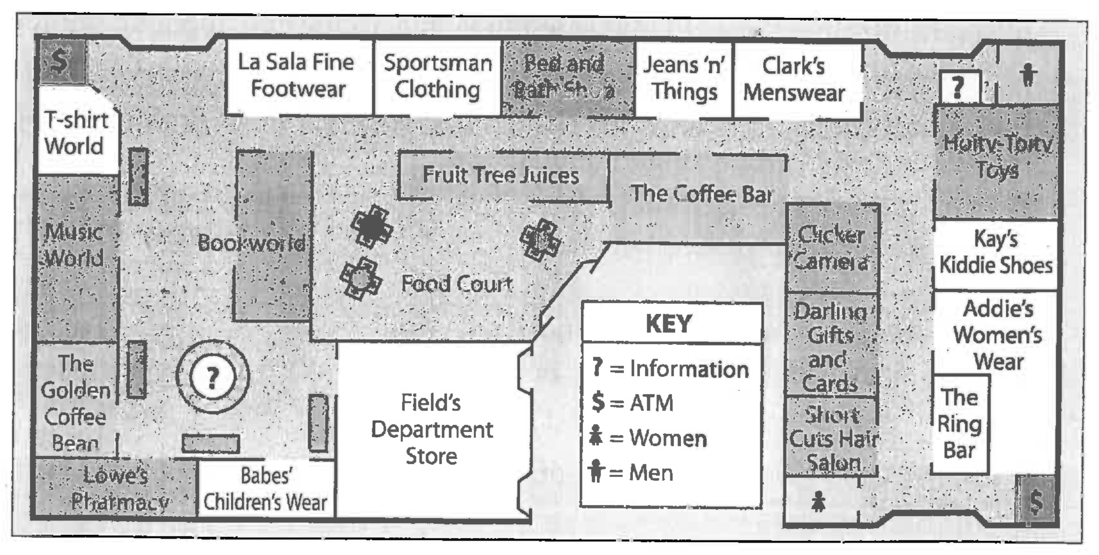


LISTEN TO THIS UNIT 2

Class CD 1, Track 37

Listen to a clerk giving directions at the information desk in a mall. Where is each person going?

1. ______________ 2. ______________ 3. ______________



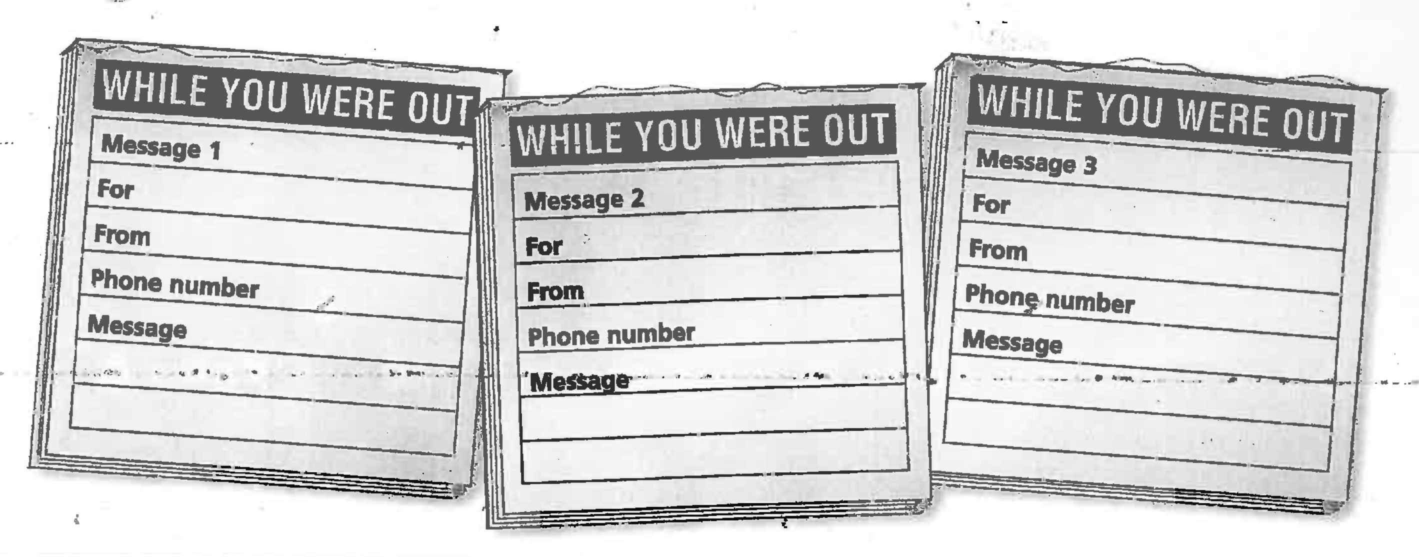
GIVE IT A TRY

Work in groups. Write the name of four stores in your town. What service does each store provide? Where is each store? Write the information in the chart.

Name of store	Service	Location

LISTEN TO THIS UNIT 3

Class CD 1 Track 38. Listen to messages on an answering machine. Fill in the missing information below.



GIVE IT A TRY

Work in pairs. Look at the flyers below. Think of three questions you could ask when you call each place. Then have a telephone conversation with your partner.



Unit 4 Conversation 1

What can we do?

Do you have a cell phone? Make a list of the advantages and disadvantages of having one.

CONSIDER THIS

Love–hate relationship



A survey asked *What invention do you hate but can't live without?* The number one answer: the cell phone. People love cell phones because they are convenient, but they hate them because they never allow people to be in peace.

Inventions people love—and hate:
Cell phone—30%
Alarm clock—25%
Television—23%
Shaving razors—14%

- What invention do you hate but can't live without?



Jane: Is that your cell phone? It's really loud!
Pat: Yeah—sorry, just a minute, I'll turn it off.
Jane: You know, it's really a problem when people bring their cell phones to class. Some students even answer their phones and have conversations while class is going on!
Jim: I know what you mean. It's not polite and it disturbs everyone. What can we do?
Jane: We can have a sign up on the wall, like they do in the movie theater, that says, "Remember to turn off your cell phones."
Pat: That's a good idea, but maybe we could put the sign on the door so you see it before you come into class.
Jim: Let's have a fine for anyone whose phone rings in class.
Pat: Oh, yeah? Like how much? And who would collect the money? That's too complicated.
Jim: We can have a box, and when your phone rings, you put in a quarter. How does that sound?
Pat: Yeah, we can use it to buy drinks for the end-of-semester party!
Jane: Leave it to you to think of that.

Student CD, Track 8

GIVE IT A TRY

1. Identifying a problem

It's really a problem when people bring their cell phones to class.	I know what you mean. It's not polite and it disturbs everyone.

PRACTICE 1

Class CD 1, Track 40

Listen to the example. Then look at the pictures below. Think about why using cell phones in these situations might be a problem. Talk about those problems with your partner. Reverse roles.



Use These Words

dangerous	risky
harmful	annoying
considerate	loud
noisy	disruptive







PRACTICE 2

Can you think of any other situations where using cell phones might be a problem? Talk about them with your partner. Reverse roles.

PRACTICE 3

Think of some problems in your classroom or school. Discuss them with your partner and say why they are a problem. Choose some of these ideas, and add more ideas of your own.

1. not enough classrooms
2. not enough computers
3. too many students in each class
4. the cafeteria is too expensive
5. the textbooks are expensive
6. your idea ____________

2. Making suggestions

A: What can we do? What can we do about students using cell phones in class?	B: We can have a sign on the wall that says, "Remember to turn off your cell phones."
A: That's a good idea. That would work.	C: Let's have a fine for anyone whose cell phone rings in class.
A: That's too complicated. That wouldn't work.	

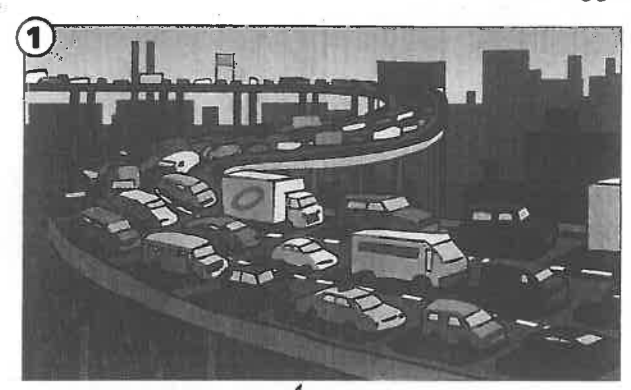
PRACTICE 1

Class CD 1 Track 41

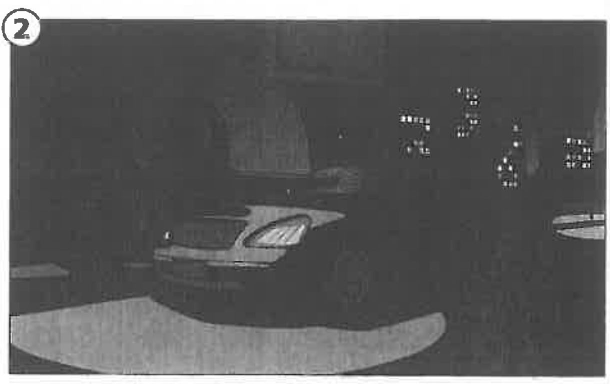
Work in groups. Listen to the example. Look at the pictures from Practice 1 in Part 1. One student in the group will ask about solutions to the problems. The other two students will each make one suggestion. The first student will decide if the suggestions are good, or not, and why.

PRACTICE 2

Work in groups. Which of these issues are problems in your neighborhood or town? Discuss the problems and make suggestions.



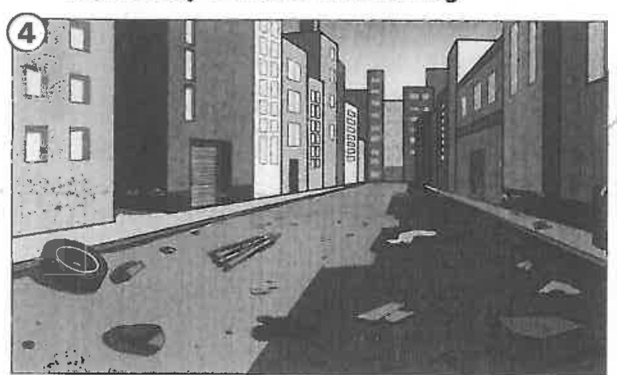
too many cars / not enough buses



streets are badly lit / crime is increasing



too crowded / too expensive



too much garbage or trash / not enough parks

LISTEN TO THIS

Class CD 1 Track 42

Part 1 An environmentalist is discussing ways of protecting the environment. Listen and write down the four main problems she mentions.

Part 2 Listen again and make notes of her solution for each problem.

	Problems	Solutions
1		
2		
3		
4		

Part 3 What does "Think Green" mean? Compare your answers with a partner.



Part 1 Work in groups. Think of a problem in your school that affects everyone. In the chart, write three reasons why it is a problem.

Reason 1
Reason 2
Reason 3
Problem
Solution 1
Solution 2
Solution 3
For
Against
For
Against
For
Against

Part 2 In your group, think of three different solutions and why they would or would not work. Then take a vote on the best solution.

Part 3 Tell the class about the results of your discussion. Find out if the rest of the class agrees or disagrees.

Conversation 2

What would you do?

Who do you talk to when you have a problem? Do you solve problems yourself, or do you ask for advice?

Class CD 1, Track 43

Jim: OK, Tamara, what's the problem?
Tamara: Oh…I don't know.
Jim: Come on, I'm your friend—do you want to talk about it?
Tamara: OK. It's Ken. He's really fun to be with, but he's the cheapest guy I've ever gone out with.
Jim: Why? What did he do?
Tamara: Last night we went to a movie. I bought the tickets while he parked the car.
Jim: So?
Tamara: Well, he never gave me any money for his ticket. Then he went to the snack bar and came back with popcorn and soda…for himself! He never even asked me if I wanted anything!
Jim: Wow! That sounds pretty bad.
Tamara: I know. I really like him, but he makes me so mad. What should I do?
Jim: You should start looking for a new boyfriend!

Student CD, Track 9



Pronunciation Focus

The intonation in *Wh-* questions usually falls. In Yes/No questions, it usually rises. Listen to these questions.

What's the problem?

Do you want to talk about it?

Listen to the conversation again and notice the intonation of the questions.

GIVE IT A TRY

1. Asking for and giving advice

What's the problem? / matter? What are you upset about?	Ken is the cheapest guy I've ever gone out with. What should I do? I don't know what to do.
Why don't you talk to him about it? You should / If I were you, I'd... start looking for a new boyfriend!	

PRACTICE 1

Class CD 1 Track 45

Listen to the example. Student B has a problem. He or she explains the problem to Student A and asks for advice. Student A chooses the best advice from the suggestions below or uses his or her own idea.

Student B's problems

1. your math grades are not good
2. you share a room with your brother or sister and he or she snores
3. you're gaining weight; your clothes don't fit
4. you saw your boyfriend/girlfriend holding hands with someone else

Student A's suggestions

- wake him or her up
- ask him or her about it
- start exercising
- buy some earplugs
- go on a diet
- study more
- break up with him or her
- your idea ___________

PRACTICE 2

Reverse roles and repeat Practice 1.

Student A's problems

1. your brother or sister takes your things without asking
2. your best friend owes you money
3. you are always tired in class
4. your parents are too strict

Student B's suggestions

- tell your parents how you feel
- go to bed earlier
- ask the friend to lend you money
- ask him or her to pay you back
- tell your parents
- drink coffee before class
- ask your parents to change their rules
- your idea ___________

2. Describing consequences

Ken is the cheapest guy I've ever gone out with. What should I do?	Why don't you talk to him about it?
If I criticize him, he'll get mad at me!	In that case, I think you should start looking for a new boyfriend!

PRACTICE 1

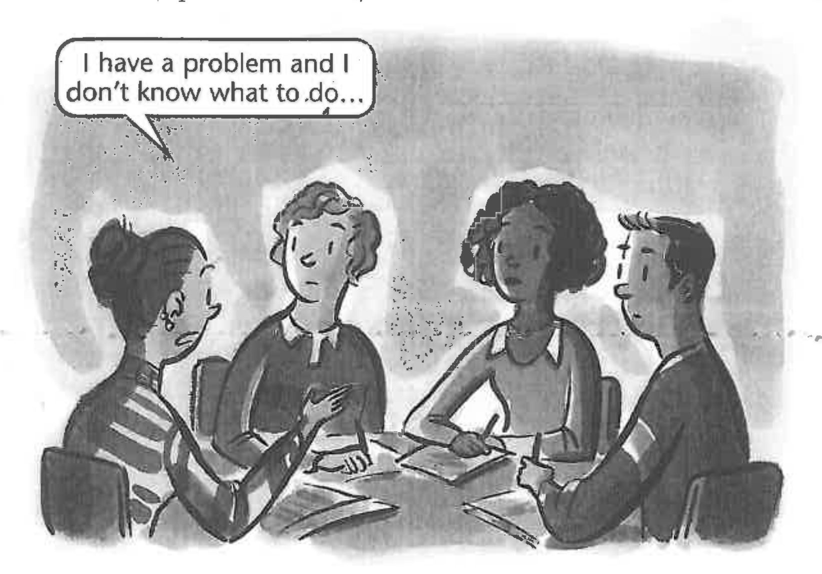


Class CD 1 Track 46

Listen to the example. Then choose one of the problems from the previous practices. Respond to your partner's advice by describing the consequence of his or her advice. Your partner will give additional advice. Reverse roles.

PRACTICE 2

Work in groups. Each of you will describe an everyday problem and get advice from the other members of your group. Respond to each suggestion by describing the consequences.



Use These Words

Good idea!
I suppose I should.
I haven't tried that.
That wouldn't work.
That's no good.
I've tried that and it didn't work.

LISTEN TO THIS

Class CD 1 Track 47

Part 1 Listen to three conversations between people asking their friends for advice. Write the problems in the chart.

Part 2 Listen again and write the advice.

	Problem	Advice
1		
2		
3		

Part 3 What questions does each person ask to find out if there's a problem? Make a list.

PERSON TO PERSON STUDENT A

(Student A looks at this page. Student B looks at page 109.)



Part 1 Your partner is a counselor. You are going to talk to him or her about the problem below. Read the description of the problem carefully and then explain it. Answer any questions your counselor asks. Listen carefully and write down his or her suggestions.

Your problem:

You want to take a year off when you finish school to travel through Europe with your friend. You want to visit all the famous art museums in Paris, Rome, and London. You could practice your English! You'd learn a lot about art. You want to be an artist one day. Your parents are really against you going to Europe, though. They say it's dangerous. They say you should settle down and find a job and start earning some money so you can save up to buy a house.

Suggestions:

1. ______________________________

2. ______________________________

3. ______________________________

Part 2 You are now a counselor for your partner. Listen carefully to his or her problem. Ask questions so that you understand the problem completely. Then give three suggestions about what your partner should do.

Part 3 Do you like the suggestions that your partner gave? Discuss with your partner why each one would or would not work.

Now Try This

Think of a real problem that you had in the past. How did you solve it? Tell your partner about the problem and see what advice he or she can suggest. Then compare the advice with what really happened.

Unit 5 Conversation 1

Haven't you heard yet?

How often do you speak with friends? How do you stay in touch?

CONSIDER THIS

High school reunion



In the summer of 2004, an American, Gene Noe, met with eight friends from high school. They ate a meal, told jokes, and shared memories—a lot of memories. It was the 75th reunion of Fond du Lac High School's Class of 1929!

- Do you keep in touch with friends from high school?

Class CD 1, Track 48

Young-hee: Have you heard about Eun-mi?
Jung-soo: No, I haven't talked to her in a while. How are things with her?
Young-hee: Well, so-so. She broke her arm.
Jung-soo: That's terrible. How did it happen?
Young-hee: Well, she went skiing during winter vacation. She had a bad fall and broke her arm.
Jung-soo: That doesn't sound so good, but I'm glad it wasn't worse. How's she doing with her schoolwork?
Young-hee: Haven't you heard yet? She's decided to drop out of college and become a musician.
Jung-soo: You're kidding! What made her decide to do that?
Young-hee: Well, you know that CD she made in her home recording studio? She sent it to a record company and they're giving her a contract!
Jung-soo: That's great news! Good for her. Maybe she'll be on TV soon!

Student CD, Track 10

GIVE IT A TRY

1. Asking about other people

Have you heard about Eun-mi?	No, I haven't.	How's she doing these days? How are things with her?
Not too good. So-so. / Not bad. Pretty good. / Great.		

Have you heard about Eun-mi?	No, I haven't.	What's happening with her? What's she doing these days?
She broke her arm. She's going to become a pop star.		

PRACTICE

Class CD 1 Track 49 Listen to the example. Take turns asking and answering questions about the people below.

① 

Emily

② 
Marco

③ 

Chen

④ 
Akiko

2. Reacting to good and bad news

She broke her arm.	That's terrible. I'm sorry to hear that. I'm glad it wasn't worse.
She's going to become a pop star.	That's great news! Good for her. I hope it works out well.

PRACTICE

Class CD 1 Track 50 Listen to the example. Take turns asking and answering questions about the people from the Practice above.

3. Asking for more details

She broke her arm.	How did it happen?
She decided to drop out of college.	Why did she decide to do that?

PRACTICE 1

Class CD 1 Track 51 Listen to the example. Ask your partner about each of the people below. Be sure to ask for more details. Reverse roles.

Use These Words

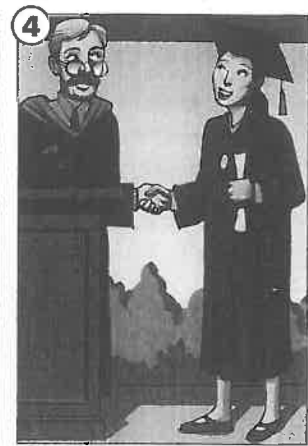
luckily
unfortunately
recently
at the time
fortunately
the other day
in the end
finally


① Wanda


② Sam



③ Tim


④ Yumi

PRACTICE 2

Think of a famous person and talk about him or her with your partner. Tell your partner some recent news about that person. Reverse roles.

LISTEN TO THIS

Class CD 1 Track 52 *Part 1* Listen to three different conversations. What is the main topic of each conversation?

Part 2 Listen again and decide if it was good or bad news.

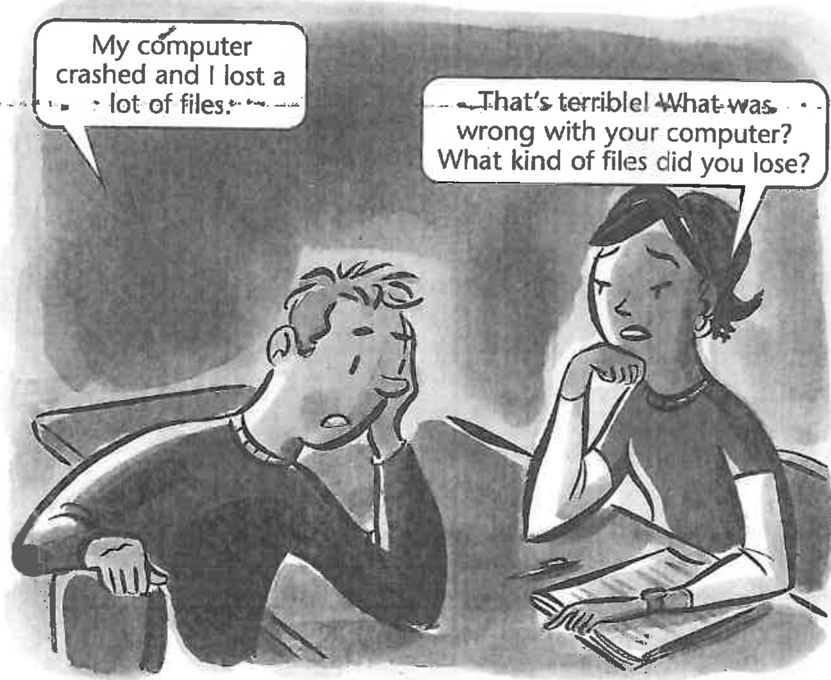
	Topic	Good news or bad news?
1		
2		
3		

Part 3 What words and phrases in each conversation tell you that it was good or bad news?

LET'S TALK

Part 1 Work in pairs. Tell your partner a piece of good news and a piece of bad news that has happened to you recently. Then react to your partner's news. Ask each other questions to find out more details.





Part 2 Work in pairs. Ask a new partner about the news from his or her first partner. React to the news and ask for as many details as you can. Then reverse roles.

Part 3 Tell the class about the good news and bad news you found out. Is all your information correct?

Conversation 2

Wait a minute. Was she hurt?

Do you have friends who like to talk about other people? Why do some people like to gossip?

Class CD 1, Track 53

Young-hee: Did you hear about *The People Next Door*?
Yumi: No, what happened?
Young-hee: Well, let me tell you! Brenda caught Stan—that's her boyfriend—kissing another woman.
Yumi: That's terrible! She should have left him right away!
Young-hee: She did! She ran out, got in the car, and drove away.
Yumi: The poor woman! So, where did she go?
Young-hee: She ended up at the hospital. She was...
Yumi: Wait a minute. Why did she go to the hospital?
Young-hee: She was driving too fast and had an accident. Anyway...
Yumi: She shouldn't have driven so fast. Was she hurt?
Young-hee: She broke her arm. But listen, the important thing is that she fell in love with the doctor who fixed her arm. Now, as soon as she feels a little better, they're going to start dating.
Yumi: Let me get this straight. Brenda caught Stan with another woman, got into a car accident, and now she's going out with her doctor?
Young-hee: That's right.
Yumi: That's unbelievable. It sounds like a soap opera.
Young-hee: Yumi. It *is* a soap opera. It's called *The People Next Door*. It's on TV every day at noon.

Student CD, Track 11

Class CD 1, Track 54

Pronunciation Focus

Listen to the stressed and unstressed words in these sentences.

Where did she go?

Was she hurt?

Listen to the conversation again and notice the stressed and unstressed words.

GIVE IT A TRY

1. Saying what someone should have done

Did you hear about Brenda?	No, what happened?
Brenda caught Stan kissing another woman.	She should have left him right away! She shouldn't have stayed with him.

PRACTICE

Class CD 1, Track 55

Listen to the example. Take turns asking about each person below and saying what they should or shouldn't have done.



1 Michael

2 Jane



3 Jin



4 Atsuko

2. Asking for details

She was driving too fast and had an accident.	Was she hurt?

She fell in love with the doctor who fixed her arm.	Did she tell him about her boyfriend?

PRACTICE



Class CD 1, Track 56

Listen to the example. Tell your partner about the people below. Your partner will ask for more details. Answer the questions using your own ideas. Reverse roles.

Student A

1. Trudy and Angela / won the lottery
2. Hideo / dropped out of college
3. Ken / was on TV last night
4. Ben and Sachiko / going to Nepal
5. Tran and Jackie / went to Australia
6. your idea ____________

Student B

1. Did they win a lot of money?
2. Did he get a job?
3. Was he on a game show?
4. Are they going to Mount Everest?
5. your idea ____________
6. your idea ____________

3. Interrupting and getting back to the story

Did you hear about Brenda? She ended up at the hospital. She was...	Wait a minute. Why did she go to the hospital?
She was driving too fast and had an accident. Anyway...	Was she hurt?
She broke her arm. But listen, the important thing is that she fell in love with the doctor who fixed her arm.	Let me get this straight. Brenda caught Stan with another woman, got into a car accident, and now she's going out with her doctor? That's unbelievable.

PRACTICE

Class CD 1 Track 57

Listen to the example. Then choose one of the stories below and tell it to your partner. He or she will interrupt you and ask questions. Answer and return to telling the story. Finally, your partner will repeat the story to you. Reverse roles.

Use These Words

That's...

incredible	unbelievable
weird	amazing
crazy	strange
wonderful	fantastic

1. your friend Mimi / moved to Germany / joined a rock band / fell in love with the lead singer / got married
2. your uncle Jim / gave up his job / won $1 million in a lottery / got married / lives in Mexico
3. your friend Scott / sold his house / got a job in San Francisco / the company went bankrupt / he's moving back to New York
4. your idea ___________

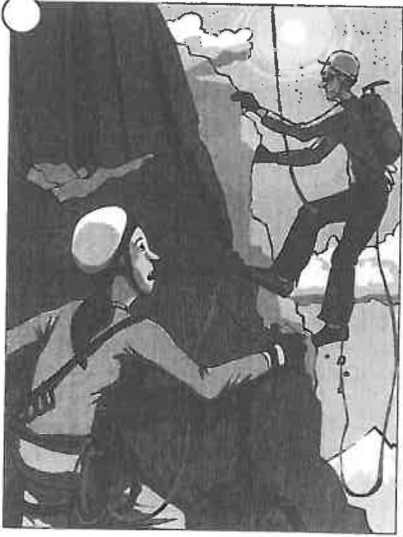
LISTEN TO THIS

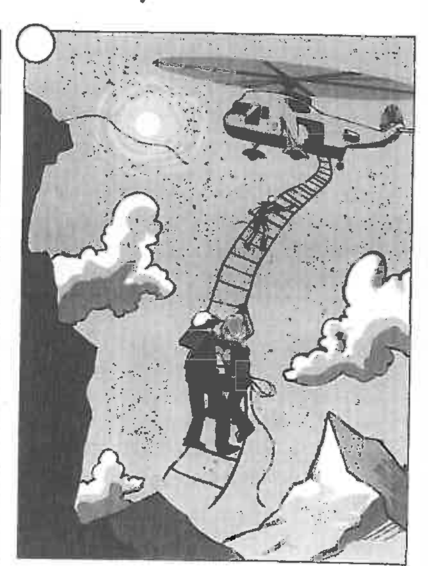
Class CD 1 Track 58

Part 1 Listen to a story about two mountain climbers. Number the pictures in the correct order.

Part 2 Listen again. What questions did the woman ask about the story?



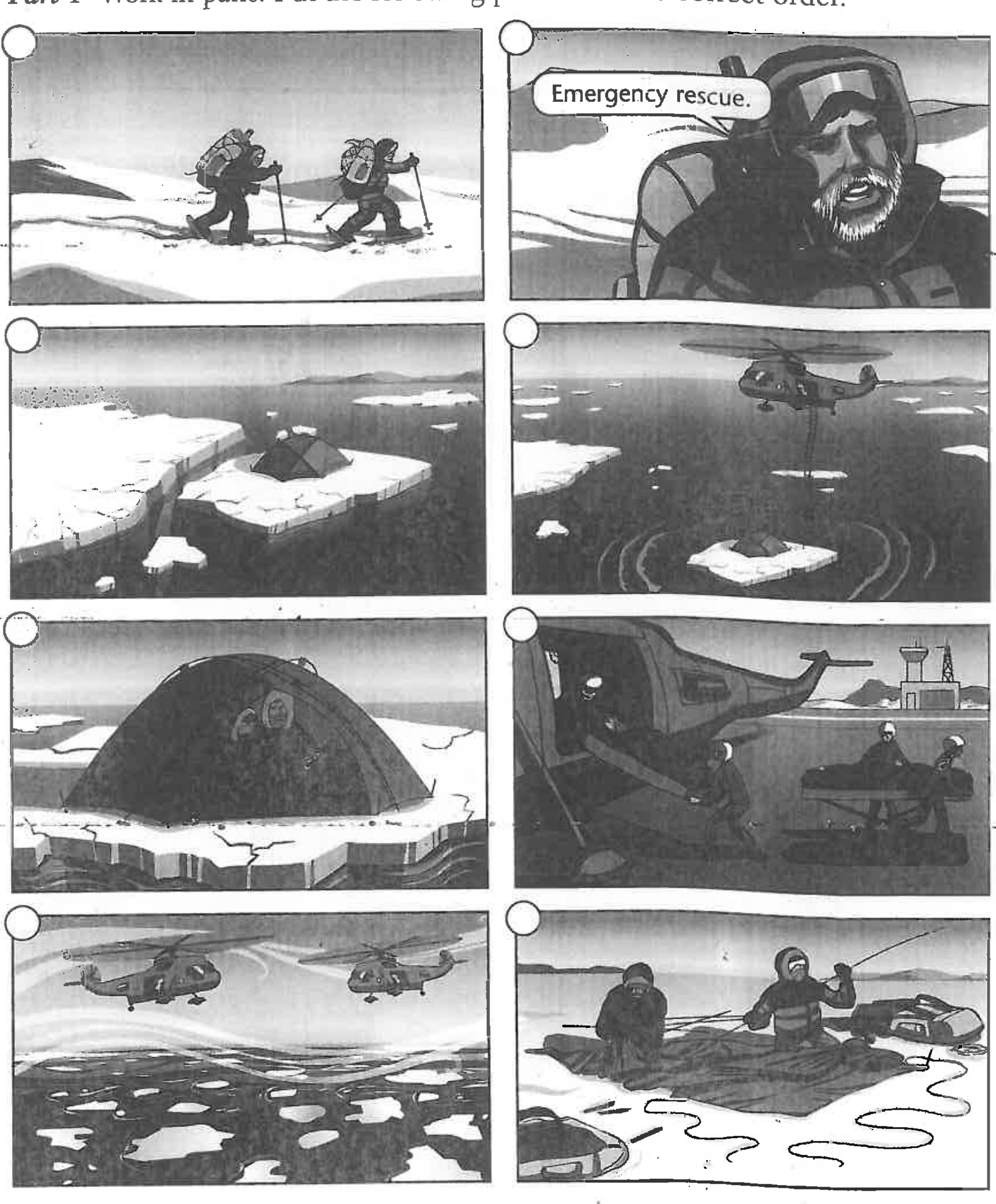




Part 3 What do you think Dave and Meg should have done?

PERSON TO PERSON STUDENTS A AND B

Part 1 Work in pairs. Put the following pictures in the correct order.



Part 2 Using the pictures, take turns telling each other the story.

Part 3 With your partner, discuss what you think the people in the story should have done. Then tell the class your suggestions. Which suggestions were the most interesting?

Now Try This

Think of an amazing story that happened to you or a friend. Write the story in six sentences. Write each sentence on a different piece of paper. Give the sentences to a partner. He or she will put the story together. Then ask what the people in the story should have done.

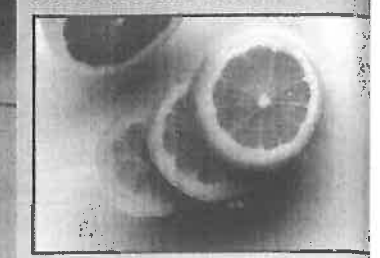
Unit 6 Conversation 1

I feel terrible.

What do you think is wrong with this man? Describe his symptoms.

CONSIDER THIS

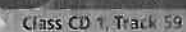
Favorite home remedies



In Turkey...
For a headache, put lemon slices on the forehead.
For a cough, eat parsley.

In Mexico...
For a headache, wrap a scarf around the head.
For a cough, drink honey and lemon.

- What home remedies have you tried? Did they work?



Class CD 1, Track 59

Li-wei:	You look a little feverish. Are you OK?
Jay:	To tell you the truth, I feel terrible.
Li-wei:	Why? What's the matter?
Jay:	I have a horrible headache and a sore throat.
Li-wei:	Did you take anything for it?
Jay:	I took some aspirin, but it didn't do any good. I feel awful. My whole body aches.
Li-wei:	Why didn't you call the doctor?
Jay:	I thought I might feel better after a good night's sleep, but I feel worse this morning.
Li-wei:	You know, there's a pretty bad flu going around. Maybe you shouldn't go to class today.
Jay:	But I have a test this afternoon!
Li-wei:	Why don't you call the doctor and see what she says? You'd better take your temperature first. Then maybe you should lie down.
Jay:	That's a good idea. I think I'll lie down for a while.

Student CD, Track 12

GIVE IT A TRY

1. Talking about symptoms

You look a little feverish. Are you OK?	To tell you the truth, I feel terrible. / I don't feel very well.
Why? What's the matter?	I have a horrible headache and a sore throat.

PRACTICE

Class CD 1 Track 60

Listen to the example. Then choose four of the situations below. Talk about your symptoms with your partner. Reverse roles.

1. pale / splitting headache
2. sick / awful stomachache
3. tired / couldn't sleep last night
4. flushed / horrible cough
5. ill / bad toothache
6. terrible backache / can't move

2. Giving, accepting, and refusing advice

You should take some aspirin. Why don't you take some aspirin? You'd better take some aspirin.	Maybe you're right. That's a good idea. I'll give it a try. I took some aspirin, but it didn't do any good. I tried that, but it didn't help.

PRACTICE

Class CD 1 Track 61

Listen to the example. Then choose four of the situations below. Talk about your symptoms with your partner. Your partner will give some advice. Reverse roles.

1. sore throat
2. backache
3. cut on hand
4. fever
5. cough
6. your idea __________

Use These Words

cough drops
cough syrup
aspirin
heating pad
ice pack
bandage

3. Advising someone *not* to do something

You look terrible. What's the matter?	I have a horrible headache and a sore throat.
Maybe you shouldn't go to class today.	But I have a test this afternoon!

PRACTICE

Class CD 1 Track 62

Listen to the example. Then use the cues below to talk about your symptoms with your partner. Your partner will give you advice. Continue the conversation with your own ideas. Reverse roles.

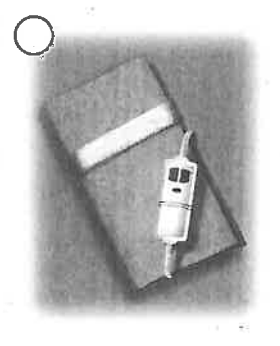
Student A	Student B
1. can't sleep	1. don't drink coffee
2. a sunburn on my face	2. don't go out in the sun
3. a sore throat	3. don't talk too much
4. red eyes	4. don't use the computer
5. shoulder pain	5. don't lift anything
6. a stomachache	6. don't eat anything
7. a twisted ankle	7. your idea ________
8. your idea ________	8. your idea ________

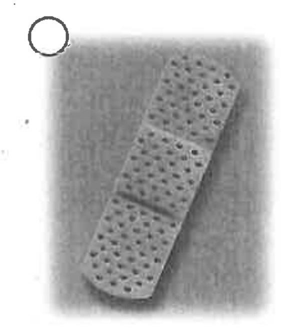
LISTEN TO THIS

Class CD 1 Track 63

Part 1 Listen to a conversation between Tracy and Jake. What's wrong with Jake?

Part 2 Check (✓) which of these remedies are mentioned in the conversation.

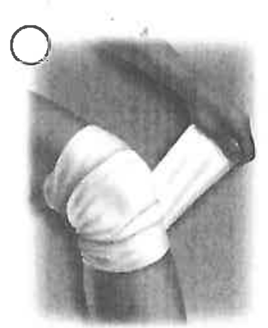












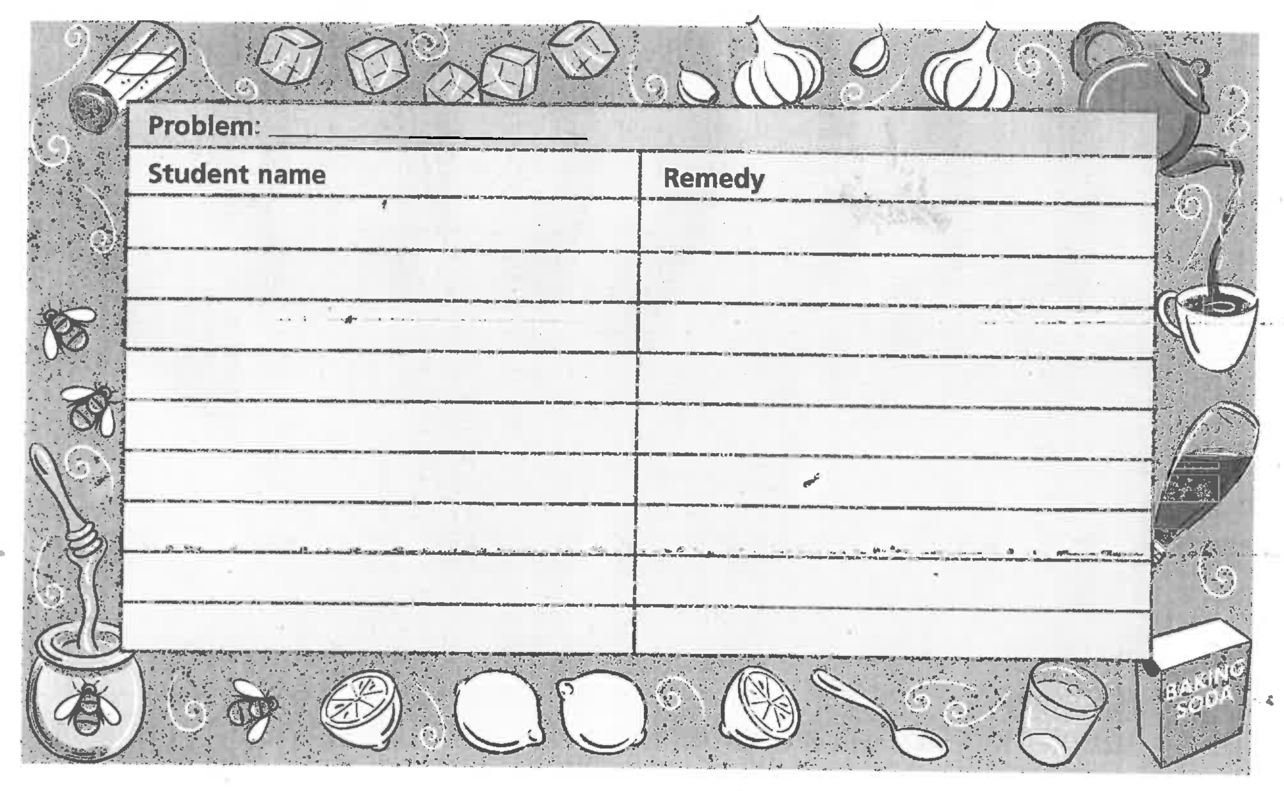
Part 3 Which remedies does Jake finally agree to try?

LET'S TALK

Part 1 Choose one of the problems below and write it in the chart.

- heartburn
- nosebleed
- headache
- cold
- hiccups
- sunburn
- dizziness
- stomachache
- toothache
- jet lag
- earache
- sore throat

Part 2 Imagine that you have that problem. Walk around the class and ask your classmates for a remedy. Write the remedies in the chart.



Problem: ____________________

Student name	Remedy

Part 3 Tell the class about the remedies you wrote in the chart. Which ones were the most popular?

Conversation 2

What do you think I should take?

What do you take when you have a cold or the flu?

Class CD 1, Track 64

Pharmacist:	Can I help you?
Jay:	Hmm…Yes, please. I think I have the flu and I have a big test this afternoon. What do you think I should take? Can you recommend something, please?
Pharmacist:	What are your symptoms?
Jay:	I have a terrible headache, a sore throat, and a fever.
Pharmacist:	That sounds like the flu. You could try a non-prescription pain reliever and fever reducer. Take two tablets every six hours, with food. That should help. If your fever doesn't come down within 24 hours, you should see your doctor.
Jay:	Are there any special instructions?
Pharmacist:	Yes, you must take these with food. And you can't drink any alcohol. Are you allergic to aspirin?
Jay:	No, I'm not.
Pharmacist:	You'll be fine then.
Jay:	OK, I'll take those and a package of cough drops, please.
Pharmacist:	That'll be $15.50.

Student CD, Track 13

Class CD 1, Track 65

Pronunciation Focus

Listen to these phrases. Which words are not stressed?

allergic to aspirin
a package of cough drops

Listen to the conversation again and notice the pronunciation of the prepositions.

GIVE IT A TRY

1. Asking for advice

What do you think I should take for a headache? What do you recommend for a sore throat?	You could try I recommend	this pain reliever. these cough drops.

PRACTICE

Class CD 1, Track 66

Listen to the example. Then take turns talking about the problems below.

1. played tennis yesterday / leg and arm muscles are stiff today
2. it's cold and flu season / worried about getting sick
3. on the computer a lot recently / my eyes are dry and red
4. went jogging this morning / have a twisted ankle
5. ate spicy food for lunch / have terrible heartburn
6. have bad allergies / allergy pills make me drowsy
7. your idea __________
8. your idea __________

Use These Words

eye drops	muscle relaxer
vitamins	ankle brace
antacid	allergy pills

2. Giving instructions

How often do I have to take it?	Take two tablets every six hours, with food. Your fever should come down within 24 hours. / If the fever doesn't come down within 24 hours, you should see your doctor.

PRACTICE

Class CD 1, Track 67

Listen to the example. Then take turns talking about the problems from the previous Practice. Student A will ask for advice. Student B will be the pharmacist. The pharmacist will give instructions for how to use the medicine. Reverse roles.

3. Asking about instructions

Are there any special instructions?	You must take these with food. You can't drink alcohol.

Am I allowed to take aspirin with this medication?	No, you shouldn't take any aspirin.

PRACTICE 1

Look at the drug warning labels below and decide with your partner what they mean. Then match the labels with the list below.



1. Take all the medicine.
2. Do not touch your eyes with this.
3. Shake the bottle first.
4. Chew this medicine.
5. Take this with a meal.
6. Don't eat or drink this.
7. Keep this away from children.
8. Don't sit out in the sun.

PRACTICE 2



Listen to the example. Then take turns asking and answering questions about the medicines in Practice 1.

PRACTICE 3

Talk with your partner about three medicines. Discuss what you must do and must not do when taking those medicines.

LISTEN TO THIS



Part 1 Listen to a pharmacist talking to three customers. Listen and write down the problem in each case.

Part 2 Listen again and write down what each customer buys.

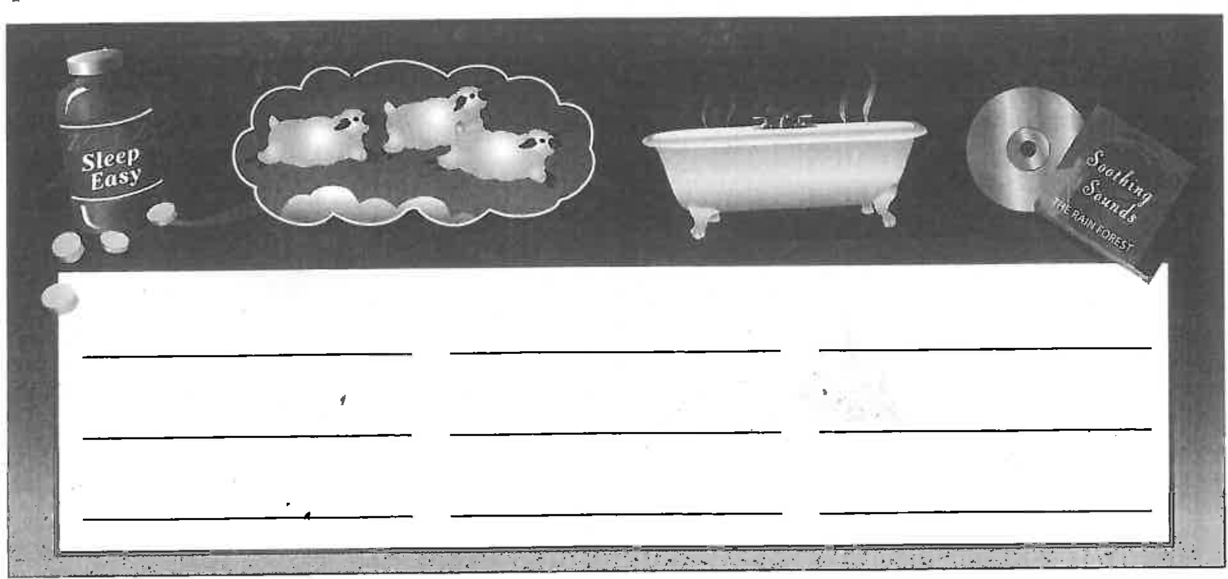
	Customer's problem	What did they buy?
1		
2		
3		

Part 3 What instructions does the pharmacist give each customer?

PERSON TO PERSON STUDENT A

(Student A looks at this page. Student B looks at page 110.)

Part 1 Student B suffers from insomnia (inability to sleep). Think of a few possible solutions to this problem and make a list. Then listen carefully to your partner's problem. Recommend the best remedies from your list. Answer any questions about special instructions for using these remedies.



Part 2 You suffer from frequent migraines (strong and painful headaches). For the past week, you have had migraines every day for at least two or three hours. You have tried all kinds of painkillers and they don't work. You don't like to take very strong painkillers because they make you sleepy. Tell Student B your problem. Listen to your partner's suggestions, choose the best one, and ask about any special instructions.

Write the suggestion here:

____

Part 3 Work in groups. Compare the suggestions each person chose in your group. How many people had the same suggestion?

Now Try This

Think of a common health problem that you or someone you know has had. Tell your partner about the problem and ask for advice.

Review:

Units 4–6

LISTEN TO THIS UNIT 4

Class CD 1 Track 70

Someone is discussing the problem of too many cars in cities. Listen and write down the three effects of this problem and the three solutions that are mentioned.

Effects	Solutions

GIVE IT A TRY

Work in groups. Choose one of the problems below. Explain your problem to the rest of the group. Each person in the group will give you some advice. Who gave you the best advice? Give that person one point. Continue the game, using your own ideas.

1. I feel nervous before tests.
2. I always oversleep.
3. I have too much homework.
4. My parents don't like my boyfriend / girlfriend.
5. I spend too much money.
6. your idea ____________

LISTEN TO THIS UNIT 5

Class CD 1 Track 71

Listen to three conversations. Fill in the chart.

	Who?	Main topic	Good news or bad news?
1			
2			
3			

GIVE IT A TRY

Work in groups. Choose one of the newspaper headlines below. Use your own ideas to make notes about the details of the story. Tell your story to your group. The people in your group will respond to the story, ask for details, and say what the person in the story should have done.

$500 Stolen from Bicycle Outside Bank

Car Hit by Train at Traffic Crossing

Helicopter Rescue from Arctic Ice Storm

Poisonous Snake Escapes from City Apartment

LISTEN TO THIS UNIT 6

Class CD 1 Track 72

Listen to Shami talking about her symptoms. Write them in the chart below. Which remedies has she tried and which ones has she not tried? Write the answers in the chart.

Shami's symptoms	Remedies Shami has tried	Remedies Shami hasn't tried

GIVE IT A TRY

Work in pairs. Write questions you can ask about how to use each item below. Then ask your partner the questions.



